

Original article

The Reflection of Ethics Education on Clinical Practices in Undergraduate Nursing Education: A Qualitative Study

Fatma Tanrıku¹, Handenur Gündoğdu², Nasibe Yağmur Ziyai³, Funda Erol⁴, Yurdanur Dikmen⁵

Abstract

Aim: This research aims to reveal the reflections of ethics education given to nursing students in undergraduate education on clinical practices. **Method:** A focus group interview from qualitative methods was held to obtain and interpret information regarding the reflections of ethics courses. Fifteen volunteer nursing students studying at the faculty of health sciences of a public university in Turkey were included in the research. For the data analysis, the method used to code and categorize focus group data were adapted from approaches to qualitative data analysis. **Results:** Six main themes emerged from the data: (1) opinions about ethics courses; (2) ethical issues; (3) the factors that cause ethical issues; (4) the effects of ethics courses on the approach towards ethical problems; (5) contradictory situations between the ethics course and clinical practices; (6) recommendations about the ethics course and educators. **Conclusion:** According to the data obtained in this study, the researcher concluded that the lecturers and teaching methods used are important in ethics education in nursing.

Keywords: Nursing education, Ethics education, Clinical practices, Qualitative.

Bangladesh Journal of Medical Science Vol. 21 No. 04 October'22 Page : 711-718
DOI: <https://doi.org/10.3329/bjms.v21i4.60274>

Introduction

Nursing ethics is the thinking activity of nurses about their actions during nursing practices; it can also be defined as the examination of the moral responsibilities felt by nurses, as well as the analytical thinking in nursing practices^{1,2}. In this context, nurses are responsible for fulfilling ethical and moral obligations towards patients/healthy individuals. Nurses can be deemed to have acted in a “good” and “right” manner only if they act in a way that protects the dignity of individuals with whom they have an ethical relationship³. In light of this information, nurses require to take an extensive

and high-quality ethics education during the undergraduate period in order to get integrated into the professional ethical decision-making process and to gain ethical sensitivity by learning professional ethical principles⁴.

Ethics education is indispensable for nursing students to make ethical decisions and to actualize care practices by acting according to ethical principles and codes in their professional lives⁵. Thus, ethics education should be delivered with contents and methods that will ensure the development of clinical decision-making, critical thinking, and problem-solving skills of nursing students². When the relevant

1. Fatma Tanrıku, Ph.D., Sakarya University of Applied Sciences, Faculty of Health Sciences, Nursing Department, Sakarya, Turkey. e-mail: ftanrikulu@subu.edu.tr <https://orcid.org/0000-0003-1203-5852>
2. Handenur Gündoğdu, MSc, Sakarya University of Applied Sciences Faculty of Health Sciences, Nursing Department, Sakarya, Turkey. e-mail: handenur@subu.edu.tr <https://orcid.org/0000-0001-9058-6057>
3. Nasibe Yağmur Ziyai, MSc, Sakarya University Faculty of Health, Nursing Department, Sakarya, Turkey. e-mail: nasibef@sakarya.edu.tr <https://orcid.org/0000-0003-0175-2303>
4. Funda Erol, Ph.D. Sakarya University of Applied Sciences, Vocational School of Health Services, Sakarya, Turkey. e-mail: fundaerol@subu.edu.tr <http://orcid.org/0000-0002-0222-8725>
5. Yurdanur Dikmen, Professor, Sakarya University of Applied Sciences Faculty of Health Sciences, Nursing Department, Sakarya, Turkey. e-mail: nurdem35@gmail.com <http://orcid.org/0000-0002-4017-4916>

Correspondence: Fatma Tanrıku, Lecturer, Sakarya University of Applied Sciences, Faculty of Health Sciences. Akyazı/Sakarya/Turkey. E-mail : ftanrikulu@subu.edu.tr

literature is reviewed, different techniques are seen to be used in ethics courses such as the traditional narrating method, case analysis method, small group discussions, problem-based learning, and reflection^{6-8,4}. The study of Milton¹ (2004), which includes the views of ethics experts, reports that ethics education should be different at each level of nursing education and distributed to the entire curriculum instead of being delivered as a separate course. Even though there is a consensus about the importance of ethics education in nursing, in Turkey certain differences are observed regarding how ethics education is delivered^{9,2}.

Although there are not any standards in ethics education in Turkey, ethics-related issues are handled within the scope of The History of Nursing and Deontology Course in many colleges. In order for ethics education to achieve its goal, students must gain ethical thinking and analysis skills, as well as ethical sensitivity. In this regard, the content and delivery method of ethics education gains importance. However, Nolan and Markert¹⁰ (2002) state that there is still a problem in planning and implementing ethics courses, and there is a small number of publications about the issue. Although ethics course has been a part of the nursing curriculum for a long time, a lot of nurses today do not consider themselves qualified in terms of ethics knowledge and skills^{10,11}. In a research conducted in Turkey by Aydın Er¹² (2012) on nursing students, ethics education in nursing was determined to be not able to develop certain attitudes regarding patient rights on a sufficient level. In another study conducted on nurses by Aksu and Akyol¹³ (2011) in Turkey, 61.1% of the nurses who participated in the study was determined to get no education on ethics, whereas 65.0% of the participants receiving such education was found to receive it at college and have a moderate level of ethical sensitivity. This situation reveals the need to raise nursing students in a qualified manner regarding their approaches to ethical issues. Necessary foundations are laid during undergraduate education to render the nurses, who provide care to healthy and sick individuals, trustworthy, honest, and adhering to ethical principles. Today, in Turkey, in 124 nursing undergraduate education programs, ethics education is delivered within compulsory courses. Yet, it is delivered rather theoretically, and its reflections on clinical practices have not been evaluated to a sufficient degree. This research aims to reveal the reflections of ethics education delivered to nursing students in undergraduate education on clinical

practices.

Method

Research Design and Sample

A focus group interview from qualitative methods was held to obtain and interpret information regarding the reflections of ethics courses received in undergraduate education on clinical practices. Fifteen voluntary nursing students studying at the faculty of health sciences of a public university in Turkey were included in the research. There are plenty of different opinions in the literature about the ideal number of participants for a focus group interview, but the common opinion is to perform it with a small number of participants, and this number is approximately between 4-10 people¹⁴. In the study, two focus group interviews were held, and groups were made up of 7-8 people.

Data Collection

A moderator and reporter, who were informed about the topic of the research, collected the data using a semi-structured interview form in April and May 2017. The semi-structured questionnaire prepared for the focus group interview includes open-ended questions that are created by screening the literature with regard to the topic of the research^{2-5,9}. These questions are as follows:

- How do you evaluate the courses you have received on ethics during your undergraduate education?
- What do you think the content of an ethics course should be?
- What kind of problems do you face while providing care to your patients in clinical practices?
- Which of these problems that you have faced do you think are ethical issues?
- What kind of an impact do you think the courses that you received about professional ethics have on evaluating such ethical issues?

In the pre-interview held before the focus group interview, students were informed about “what a focus group is” and “the research in general”. They were also notified that “the interviews would be recorded with an audio recorder.” The data were collected in an interview room where all participants were seated in a way that they could see each other. Each interview lasted for approximately 45-60 minutes, and they were recorded with an audio recorder. Participants

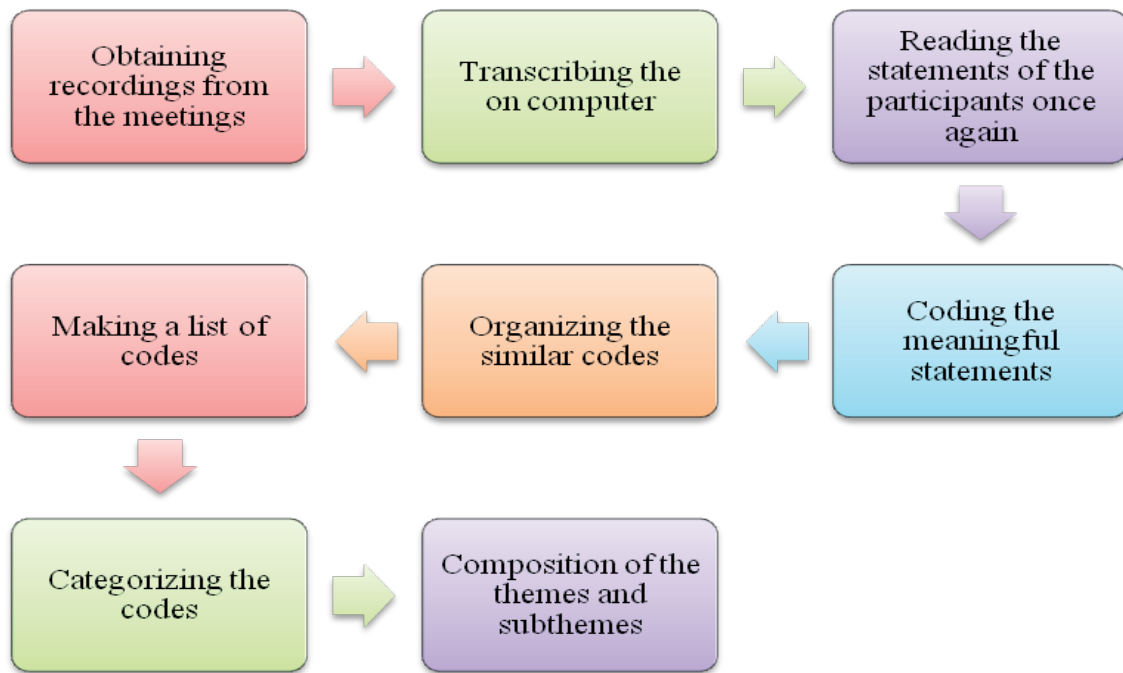


Fig. 1. Content Analysis Process

were provided with tags numbered between 1-8 that they would pin to their collars. The seating arrangement was made according to these numbers. Moderator ensured the group members reveal their opinions about the topic of the research by asking the questions in the questionnaire. As for the reporter, s/he observed the emotional reactions (angry, cheerful, tense, etc.) of the group members by taking short notes during the interview.

Data Analysis

Interview recordings obtained through focus group interviews were reported to be analyzed by researchers. Later on, a content analysis was performed by the researchers on the data obtained from the focus group interviews to attain explanatory concepts and relations.

For the content analysis;

1. Statements of the participants were read once more after transcribing the recordings in a computer environment.
2. The statements in the interview text were “coded” by assigning names.
3. The data were organized by associating the codes that show similarities.
4. After all the data were coded in this way, a code list was formed.

5. Named codes were categorized according to their similarities and differences.
6. Themes and subthemes were formed by linking the meanings of categories to each other.

The process of the content analysis is given in Figure 1.

Results

A total of 15 (13 female, 2 male) students have participated in the study. The main themes and subthemes were determined after the data analysis was made. The data relating to these themes are given below:

Theme 1: Opinions about ethics courses

All nursing students participating in the research were determined to have received a course about professional ethics and have knowledge regarding the issue. Most of the students emphasized the fact that the ethics course they have taken during undergraduate education is delivered through the theoretical narration method. Students stated that within the scope of this course they were informed about subjects such as professional roles and responsibilities of nurses, professional values, professional ethical principles (providing benefits, respect to autonomy, keeping secrets, and honesty), as well as unethical behaviors. Also, some of the students stated that some parts of the lectures were

delivered by giving case examples and the lectures containing case examples have been more instructive for them. Some of the statements of nursing students about the ethics courses are given below:

"During our undergraduate education, we have taken courses that include ethics. In these courses, topics such as the roles of a nurse, ethical codes, and unethical behaviors were explained. The lectures were usually delivered theoretically." (Group 1, Student 1)

"...our teacher delivered the ethics course under several topics. S/he has given some case examples while explaining each topic. In this way, the course has become more memorable." (Group 2, Student 1).

Students in the research drew attention to some negative situations about ethics lectures. These were expressed as the excessive number of students in the class, inadequate teaching methods used in the course, and the low amount of examples given in the lectures. Below are some expressions of students about the topic:

"...the fact that the lectures were delivered in a crowded class made it hard for us to understand. I think, taking the course with approximately 100 people in a class makes it hard for us [to learn]." (Group 2, Student 3).

"Delivering the ethics course theoretically causes us to learn by rote. Thus, our knowledge becomes mechanical. Of course, this ends up being a troublesome situation professionally. (Group 2, Student 4).

Theme 2: Ethical issues

Most of the nursing students reported that they faced many ethical issues in clinical practice. The ethical issues that are faced are grouped according to the Code of Ethics Standard of The International Council of Nurses, of which the Turkish Association of Nurses is also a member. The nursing students indicated that these ethical issues were mainly about ethical codes such as justice and equality, self-determination/respect to individuals, privacy, and keeping secrets. Below are the statements of the nursing students on the ethical issues which they faced regarding the justice/equality principle:

"As you know, there are so many people who come to our country as a refugee. When these patients come to the hospital, mostly, practices applied for such people are not the same as those for Turkish citizens; the staff can behave far harsher to them. Since, in accordance with our profession, we are required to

give the same care to every human being regardless of their language, religion, race, political opinion, facing such kind of problem is [an example for] unethical behavior." (Group 1, Student 2)

"At the ward, patients stay in the rooms as two men or two women. There was a richer patient, and s/he was taken to a single room. Also, a different treatment was applied and there was more involvement. It felt very weird to me. I think patients are not treated equally." (Group 1, Student 6).

Below are the statements of the nursing students on the ethical issues they faced about the self-determination/respect to individuals principle:

"...during our internship, when we go to the clinic, patients wait for an operation in a hospitalized condition. They ask a lot of questions about themselves. Actually, they want to get informed. They don't know what kind of treatment they will receive, they don't know the process. In such a case, we, the students, become the first people that they can ask questions related to such issues. This condition is a big ethical problem for me..." (Group 1, Student 1).

Below are the statements of the nursing students on the ethical issues they faced about the privacy/keeping secrets principle:

"I'm not sure if the reason is that, but health care personnel are usually busy, so they do not care about the privacy of patients in order to complete the job [in time]. Ultimately, there is such a thing as privacy; you need to protect privacy to the utmost degree..." (Group 2, Student 5).

Theme 3: The factors that cause the ethical issues

Nursing students indicated that the factors that cause the ethical issues are usually the insufficient number of nurses working at clinics, the excessive workload of nurses, lack of materials used at clinics; limited task, authority, and responsibility of nursing students compared to regular nurses; and communication problems experienced with patients/patients' relatives/health care personnel. Below are the statements of the nursing students about this topic:

"Although we want to provide proper care for the patients, necessary materials can be lacking. This can cause ethical issues." (Group 1, Student 4)

"Behaviors and attitudes of patients to the staff affect the ethical approach. For example, when the patient talks rudely by giving orders such as "Remove my vascular access," manners towards the patient may change." (Group 2, Student 2).

Theme 4: The effects of ethics courses on approach towards ethical problems

Most of the nursing students that participated in the study emphasized the importance of the ethics education they took in undergraduate education. However, students also indicated that it was difficult for them to apply what they have learned to clinical practice.

“I believe that ethics courses helped us make the right decision while evaluating ethical problems.” (Group 1, Student 1)

“First of all, I think, in order to evaluate such [ethical] problems, courses that we have taken on professional ethics need to be understood well. In that way, I think, we can solve ethical problems that we encounter at the clinic.” (Group 1, Student 2).

Theme 5: Contradictory situations between the ethics course and clinical practices

Nursing students that participated in the research think that the theoretical knowledge they have learned from the ethics course is not applied correctly to the clinical practice. Students indicated the fields in which they have experienced most conflict between what they have learned to be the right behavior in the ethics course and the actual situation within the clinic as follows: malpractice, relationships within the team, end-of-life practices, and respect to individuals. Below are the expressions of the students about this topic:

“What I have learned as the right behavior is to intervene when the heart of the patient stopped. However, I saw that it was not like that in the intensive care unit. The patient died, and they did not even feel the need to give him/her a heart massage.” (Group 1, Student 3)

“I think, what I have learned to be right in ethics education and things that are applied at the clinic contradict entirely. During my internship, a blue code had been given from one of the wards. We went there. The patient was treated by administering adrenaline. However, they showed us that they administered a different dose [than the required].” (Group 1, Student 4)

Theme 6: Suggestions about the ethics course and educators

The nursing students gave suggestions regarding the content, teaching style and methods, and lecturers of the ethics course that they take during undergraduate education. They emphasized that ethics courses in

undergraduate education should be delivered with small groups and by supporting the theoretical content with case examples. Moreover, they stated that the content of the course should be customized to nursing. Also, students indicated that they can learn better if case examples are given about the ethical issues that are faced in the units at which nurses work. Below are some expressions of the students about this topic:

“To me, the content should be broader in scope and be customized to nursing.” (Group 2, Student 6)

“It would be better if the ethics course were not just an ordinary course, but a course that prompts us as students to ponder upon certain issues. Moreover, it [the content of the course] should be developed according to nursing ethics. For example, adapting medical ethics into nursing does not make that lecture sufficient. By reexamining and working on medical ethics, separate nursing ethics should be formed and systematized.” (Group 1, Student 6)

Nursing students that participated in the study emphasized that lecturers giving the ethics course should be experts in the area and well-equipped in professional ethics for nurses, and should use modern education methods. Students also suggest that if the ethics course was given by a lecturer who had nursing experience, it would be more helpful for reinforcing the lecture. Below are the statements of nursing students about the topic:

“I think the lecturer that delivers the ethics course is important. In my opinion, s/he needs to have enough level of knowledge.” (Group 1, Student 3)

“To me, the lectures should be delivered by a lecturer who is well-equipped and who has clinical experience. It will be more beneficial if it is delivered by one who has a nursing background.” (Group 1, Student 5)

Discussion

In this research, when the opinions of the students about the ethics course that they have taken during their undergraduate education are examined, lectures are determined to be mostly delivered using the theoretical narrating technique. It was determined that the lectures delivered along with case examples were found more understandable by the nursing students. Some students also gave negative feedbacks about the excessive number of students in the class and inadequate teaching methods. Also, they complained that lectures are mostly delivered theoretically, and case examples are not enough.

When the literature about the topic is reviewed, even though a consensus is observed regarding the necessity and importance of ethics education in nursing, disagreements are seen regarding the teaching methods to be used in ethics education^{2,9,11}. There are different teaching techniques used in ethics education. Researches show that there are techniques like the traditional teaching method, case analysis method, small group discussions, and problem-based learning and reflection^{3,4,6-8}. Especially the use of the case analysis method was found to contribute to the development of ethical behaviors and ethical decision-making of students in nursing practices^{4,6}. Hence, Gastmans¹⁵ (2002) emphasized that the ethics course must develop the ethical sensitivity of nurses, and more comprehensive content and methods should be used rather than being restricted by certain concepts and rules (ethical principles, ethical decision-making, etc.). When all these results are evaluated together, enriching the ethics course with active learning methods (analyzing real-life cases, concept maps, group discussions, role-play exercises) is thought to contribute to the acquisition of ethical thinking skills and ethical sensibility by students.

In our study, nursing students were determined to face ethical issues in the clinical practice, and these issues are about certain nursing ethical codes such as justice and equality, self-determination/respect to individuals, privacy, and keeping secrets. Furthermore, students indicated that several factors that cause ethical issues, which are the insufficient amount of nurses, excessive workload, and communication problems. In their study with senior nursing students, Kalaitzidis and Schmitz¹⁶ (2012) have reported many examples regarding ethical issues mentioned by students such as the honesty principle, patient's right to refuse, and getting the permission of patients. In another study, nursing students have indicated that there is psychological maltreatment towards patients in clinical practices, and most of the violated ethical principles are related to self-determination of individuals (30.0%), respect to privacy (22.0%), and no harming (16.0%). This study has also determined that the ethical issues arose from the lack of the use of adequate communication techniques when communicating with patients/patient relatives/hospital directors¹⁷. These findings are similar to the results of our study.

The aim of the ethics course given in nursing education is to render students capable of acting ethically and making ethical decisions in their professional life

¹⁸. In this study, students stated that the knowledge they gained in ethics lectures was hard to apply to clinical practice, which is the crucial dimension of ethics education. Findings from different researches support that ethics education has an important effect on the moral acts of nurses, and it develops the ethical awareness and ethical decision-making skills of students by ensuring them to gain the attitude and behaviors indispensable for a nurse^{2,19,20}. When all of these are taken into consideration, it is essential to rearrange the ethics education programs so that it contains clinical ethics issues and practice.

Students who participated in the study stated that there were many situations in which they experienced a conflict between the actual situation in the clinical practice and what they had learned as the right behavior according to the ethical principles. Most of the students stated that these situations were about malpractice, relationships within the team, end-of-life practices, and respect for individuals. In the previous researches, ethical dilemmas that nursing students often come across were determined to be about giving patients false information, giving up treatment, end-of-life care practices, not caring about patient's privacy enough, and erroneous applications regarding patient safety^{10,17}.

Students participating in our study suggested that the content of ethics lectures should be specific to the nursing profession. When the literature on the topic was examined, no standard approach was found regarding professional ethics courses in nursing, and in some nursing schools, ethics was found to be taught within medical ethics lectures²¹. In their study with nursing students who had not taken any ethics course, Can et al.²¹ (2014) reported that the participants wanted the topics covered in the course to be related to conditions that might be encountered in nursing practices. Nolan and Markert¹⁰ (2002) stated that ethics lectures should be related to nursing practices and situations that students expect to come across throughout their careers. As to the teaching style, students indicated that ethics lectures should be delivered to small groups and by giving real-life case examples. Cannaerts et al.¹⁹ (2014) drew attention to the need for providing ethics education in a safe learning environment, where there is adequate support and student-centered teaching techniques are actively used. The above-mentioned study results are in parallel with our findings.

Another suggestion reported by the students concerns the lecturers. Nursing students emphasized that

the lecturers that deliver the ethics lectures should be an expert in the field, well-equipped on the professional ethics of nursing, and should use active teaching methods. Students also stated that it will be appropriate if the professional ethics course is given by a clinically experienced lecturer in nursing. In the literature, there are different views about lecturers who teach ethics. Akbaş et al.²(2014) stated that, along with other qualities, the lecturers, who teach ethics/deontology, should have clinical experience. Baykara et al.³ (2014) emphasized that in order to achieve the purpose of the ethics course, student-centered education techniques and methods should be implemented. Jahromi et al.²². (2018) stated that educators should develop and implement effective training programs in order to increase awareness and commitment to nursing professional values. In line with this information, although suggestions of the students should not be deemed to be the one and main determinant in ethics courses, it will be sound to think that lectures may become more effective if the student feedbacks are considered.

Limitations of the Study

The study was conducted in a nursing school in the northwestern region of Turkey. Findings obtained from the study apply to the nursing school where the research was conducted. Therefore, the findings cannot be generalized to students of all nursing schools in Turkey. Another limitation of this study is that it depends on the judgments of the nursing students participating in the research. Therefore, the results are limited to answers given by the nursing students in the research.

Conclusion and Recommendations

According to the data obtained in this study, the researcher concludes that lecturers and teaching methods used in the lectures are important in ethics education in nursing. Students emphasized especially that the course will be more instructive case examples are given. However, students are observed to experience difficulties and contradictions in applying their knowledge to solve ethical issues that they come across in clinical practice. The use of active teaching methods is among the most important factors that should be considered to increase the ethical awareness and sensitivity of nursing students. In this regard, the ethics lectures should be developed to enable students to participate actively in the lectures and rearranged to contain the clinical

experiences of students. Besides, the arrangement of the ethics education in a way to reduce the moral stress of nursing students and to enable them to gain insight into their experiences, emotions and perspectives regarding ethical problems in clinical practice is thought to increase the effectiveness of the lectures. Along with teaching nursing ethics as a separate course within the curriculum, mentioning ethical dimensions of the topics handled in practical courses, evaluating the cases from an ethical perspective, discussing and analyzing interesting cases are also important. Another important point in education of nursing ethics according to the results of the present study is the quality of lecturers. Therefore, in order to increase the quality of lecturers, the researcher recommends supporting their participation in activities about ethics, ensuring them to follow closely current publications in the ethics education field, and regularly organizing professional development programs about ethics education for all lecturers who take part in nursing education.

Acknowledgments

The authors thank volunteer nursing students who devoted their time to the implementation of this research.

Conflict of interests

The authors declare no potential conflicts of interest concerning the research, authorship and/or publication of this article.

Ethical Clearance

In order to perform this study within the framework of ethical principles, 03.23.2017 dated and 34671234/044 numbered written permission was received from the institution of Sakarya University Faculty of Health Sciences where the research was conducted. The verbal and written consent of the students that constitute the sample group was received by explaining the aim of the study, their roles in the study, and that the interviews would be recorded with an audio recorder. The study was realized in accordance with the Helsinki Declaration principles.

Authors's contribution:

FT is data gathering and idea owner of this study. YD designed the study, HG collected data, FT and FE performed data analysis. NYF and HG completed the final draft of this manuscript.

References

1. Milton CL. Ethics content in nursing education: pondering with the possible. *Nursing Science Quarterly* 2004; 17(4): 308-311. <https://journals.sagepub.com/doi/10.1177/0894318404268813>
2. Akbaş M, Tuncer I, Kadioğlu S. LisansDüzeyindekiHemşirelikOkullarındaEtikEğitimininDurumu [The Status of Ethical Education at Undergraduate Level Nursing Schools]. *DokuzEylül University Faculty of Nursing Electronic Journal* 2014; 7(3): 206-211. <https://dergipark.org.tr/tr/download/article-file/753358>
3. Baykara ZG, Çalışkan N, Karadağ A. Vakaanalizyöntemininhemşireliköğrencilerininetiksorundeğerlendirmebecerilerineetkisi [Effect of the case analysis method on nursing students' assessment skills of ethical problems]. *Journal of Human Sciences* 2014; 11(1): 236-255. <https://j-humansciences.com/ojs/index.php/IJHS/article/view/2769>
4. Dinç L, Görgülü RS. Teaching ethics in nursing. *Nurs Ethics* 2002; 9(3): 259-268. <https://doi.org/10.1177/096973300200900305>
5. Kang SW. The influence of ethics education on awareness of nursing students with no clinical experience regarding the code of ethics: A case study. *Journal of Nursing Education and Practice* 2017; 7(10): 12-18. doi: 10.5430/jnep.v7n10p12
6. Hsu LL. Blended learning in ethics education: A survey of nursing students. *Nurs Ethics* 2011; 18(3): 418-430. doi: 10.1177/0969733011398097
7. Leppa CJ, Terry LM. Reflective practice in nursing ethics education: international collaboration. *J AdvNurs* 2004; 48(2): 195-202. doi: 10.1111/j.1365-2648.2004.03187.x
8. Lin CF, Lu MS, Chung CC, Yang CM. A comparison of problem-based learning and conventional teaching in nursing ethics education. *Nurs Ethics* 2010; 17(3): 373-382. <https://doi.org/10.1177/0969733009355380>
9. Görgülü RS, Dinç L. Ethics in Turkish nursing education programs. *Nurs Ethics* 2007; 14(6): 741-52. <https://doi.org/10.1177/0969733007082114>
10. Nolan PW, Markert D. Ethical reasoning observed: A longitudinal study of nursing students. *Nurs Ethics* 2002; 9(3): 243-258. <https://doi.org/10.1191/0969733002ne507oa>
11. Wood M. Nursing ethics education: Are we really delivering the Good(s)? *Nurs Ethics* 2005; 12(1): 6-18. <https://journals.sagepub.com/doi/10.1191/0969733005ne754oa>
12. AydınEr R. Hemşirelikeğitimininbaşındavesonundaolanöğrencilerin hasta haklarınaileşikintutumları: Kocaeliörneği [Attitudes to Patient Rights of Students at the Beginning and End of Nursing Education: Kocaeli Sample] *TürkiyeKlinikleri Journal of Medical Ethics* 2012; 20(3): 139-45. <https://www.turkiyeklinikleri.com/article/en-hemsirelik-egitiminin-basinda-ve-sonunda-olan-ogrencilerin-hasta-haklarina-iliskin-tutumlar-kocaeli-ornegi-63833.html>
13. Aksu T, Akyol A. İzmir'deki hemşirelerin etik duyarlılıklarının incelenmesi [Investigation of the Moral Sensibility of Nurses in İzmir]. *TürkiyeKlinikleri Journal of Medical Ethics* 2011; 19 (1): 16-24.
14. Çokluk Ö, Yılmaz K, Oguz E. Nitel bir görüşme yöntemi: Odak grup görüşmesi [A Qualitative Interview Method: Focus Group Interview]. *Journal of Theoretical Educational Science* 2011; 4(1): 95-107. <https://dergipark.org.tr/en/download/article-file/304155>
15. Gastmans C. A fundamental ethical approach to nursing: some proposals for ethics education. *Nurs Ethics* 2002; 9(5): 494-507. <https://doi.org/10.1191/0969733002ne539oa>
16. Kalaitzidis E, Schmitz K. A study of an ethics education topic for undergraduate nursing students. *Nurse Educ Today* 2012; 32(1): 111-115. <https://doi.org/10.1016/j.nedt.2011.02.006>
17. Erdil F, Korkmaz F. Ethical problems observed by student nurses. *Nurs Ethics* 2009; 16(5): 589-598. <https://doi.org/10.1177/0969733009106651>
18. Gül Ş, Duru AG, Bayrak KB, Devrez N, Örnek Büken N. Etik ders alan ve almayan hemşirelik öğrencilerinin etik karar verebilme düzeylerinin incelenmesi [Investigating ethical decision making levels of nursing students who did and did not take ethics courses]. *Turkish Journal of Research & Development in Nursing* 2013; 15(1): 23-31.
19. Cannaerts N, Gastmans C, Casterlé BD. Contribution of ethics education to the ethical competence of nursing students: educators' and students' perceptions. *Nurs Ethics* 2014; 21(8): 861-878. <https://doi.org/10.1177/0969733014523166>
20. Grady C, Danis M, Soeken KL, O'Donnell P, Taylor C, Farrar A, Ulrich CM. Does ethics education influence the moral action of practicing nurses and social workers?. *The American Journal of Bioethics* 2008; 8(4), 4-11. doi: 10.1080/15265160802166017
21. Can R, Kadioğlu S, Oztürk, M. Tıp etiği konularına yönelik ilgi: Etik ders alan ve almayan hemşirelik öğrencileri üzerinde bir pilot çalışma [Interest towards medical ethics' issues: A pilot study on nursing students haven't had medical ethics training]. *Turkish Journal of Bioethics* 2014; 1(2): 120-127. https://www.journalagent.com/tjob/pdfs/TJOB_1_2_120_127.pdf
22. Jahromi MK, Koshkaki AR, Poorgholami F, Talebizadeh M. A study of nurses' perception of professional values in the university hospitals affiliated with jahrom university of medical sciences, 2015. *Bangladesh Journal of Medical Science* 2018; 17(1): 47-51. DOI: <https://doi.org/10.3329/bjms.v17i1.35279>